

**THE CORRELATION BETWEEN EFL LEARNERS'
VOCABULARY LEARNING STRATEGIES
AND VOCABULARY MASTERY**

UNDERGRADUATE THESIS

**BY
ARHAMEDHO AKBAR PANOTONAGORO R.
NIM 135110507111014**



**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2018**

**THE CORRELATION BETWEEN EFL LEARNERS'
VOCABULARY LEARNING STRATEGIES
AND VOCABULARY MASTERY**

UNDERGRADUATE THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

BY
ARHAMEDHO AKBAR PANOTONAGORO R.
NIM 135110507111014

**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2018**

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Arhamedho Akbar Panotonagoro R.
NIM : 135110507111014
Address : Jl. Kenari No. 1, Kelurahan Tembokrejo, Kota Pasuruan

declare that:

1. this undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, December 18th 2018



Arhamedho Akbar Panotonagoro R.
NIM. 135110507111014

This is to certify that the undergraduate thesis of Arhamedho Akbar Panotonagoro R. has been approved by the supervisor.

Malang, December 10th 2018
Supervisor



Alies Poetri Lintang Sari, M.Li
NIP. 2017018709102001



repository.ub.ac.id

This is to certify that the undergraduate thesis of Arhamedho Akbar Panotonagoro R. has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Pendidikan..



Ika Puspitasari, S.S., S.Pd., M.Pd., Chair
NIK. 2018038108232001



Alies Poetri Lintang Sari, M.Li., Member
NIP. 2017018709102001



Acknowledged by,

Head of Study Program of
English Language Education



Dr. Ive Emaliana, M.Pd.
NIP. 198402142015042001

Head of Department of Language Education



Dr. Sony Sukmawan, M.Pd.
NIP. 19770719 200604 1 001



ACKNOWLEDGEMENTS

All the praises and thanks be to Allah, the Almighty who has given strength, health, and blessing to the researcher to accomplish this undergraduate thesis. May peace and salutation be upon the Prophet Muhammad SAW, his family, companions, and followers. This undergraduate thesis is presented to the English Language Education Program of Faculty of Cultural Studies Universitas Brawijaya as a partial fulfillment for the requirement of acquiring the degree of *Sarjana Pendidikan* (S.Pd.). The researcher conveys his profound gratitude to Alies Poetri Lintangari, M.Li. as the supervisor, Ika Puspitasari, M.Pd. as the examiner, and Dr. Ive Emaliana, M.Pd. as the Head of English Language Education Program for their guidance, support, and advice for the researcher in completing this undergraduate thesis. The researcher would like to express his appreciation and gratitude to all lecturers in English Language Education Program who have given valuable lectures, a lot of beneficial knowledge, and enlightenment to the researcher. The researcher also extends his sincere gratitude to the Dr. Moh. Hasbullah Isnaini, Devinta Puspita Ratri, M.Pd., Ika Puspitasari, M.Pd., and Dian Novita Dewi, S.Pd., M.Li for permitting the researcher to conduct the data collection process in their reading comprehension class. Special thanks also go to batch 2017 students of English Language Education Program of Universitas Brawijaya who are consent to be the participants of this study. The researcher are also very grateful to beloved parents, Sugeng Pradikto. and Almarhumah Ernawati, and his brothers, Brilian Nourouzzaman Ilyas Muttaqin Pradikto and Akhmad Ali Akbar, for their support, prayers, and endless love. The researcher also delivers his

gratitude to Edwin, Wahyu, Icha, Ifa, Angga, Annas, and Nila who have become good friends and shared a lot of information, knowledge, and meaningful and memorable moments with the researcher, and also all friends in Pebasis 2013 who strives hard together in completing study in English Language Education Program and encourages the researcher to finish this research. In addition, deepest gratitude is also expressed to all people who directly and indirectly support the process of completing this research and cannot be mentioned individually here. Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comments, constructive critiques, and suggestions are very much necessary and appreciated so that this undergraduate thesis can be useful for the readers, especially for those who have the same interest in conducting a study about English teaching and learning in university.

Malang, November 23rd 2018

The Researcher

ABSTRACT

R., Arhamedho Akbar Panotonagoro. 2018. **The Correlation between EFL Learners' Vocabulary Learning Strategies and Vocabulary Mastery**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Alies Poetri Lintang Sari, M.Li.

Keywords: Vocabulary, Strategies, Mastery

English language learners as a second or foreign language learners should master the basic skills of language namely listening, speaking, reading, and writing deeply and appropriately. Vocabulary is considered as the key component in language which can create a foundation for the efficient learning of listening, speaking, reading, and writing. Vocabulary mastery is very important for foreign or second language (L2) learners since vocabulary is necessary for communicating in the target language. For L2 learners, vocabulary learning strategies help facilitating their vocabulary learning. Hence, this current research aimed to investigate and find out the correlation between vocabulary learning strategies and vocabulary mastery of batch 2017 students of English Language Education Program of Faculty of Cultural Studies of Universitas Brawijaya.

This research used quantitative approach with correlation design. As many as 30 of 142 students from class A, B, C, D, and E were chosen via simple random sampling as the sample of this study. The researcher used two instruments in this study, which were a vocabulary learning strategies questionnaire that consisted of 40 items and vocabulary level test. A statistical computation with Pearson Product Moment Formula by using SPSS v. 22 was conducted to analyze the data.

The results of data analysis revealed that the value of correlation coefficient (r_{value}) was 0.391 with t_{value} of 2.438. By df value of 28, it is found that the r_{value} was higher than r_{table} ($0.391 > 0.374$) and the t_{value} was also higher than t_{table} ($2.438 > 1.701$) at 5% significant standard which means that there was a low positive correlation between students' vocabulary learning strategies and their vocabulary mastery. Therefore, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected and so that it is concluded that there is a significant correlation between vocabulary learning strategies and vocabulary mastery of batch 2017 students of English Language Education Program of Faculty of Cultural Studies of Universitas Brawijaya.

ABSTRAK

R., Arhamedho Akbar Panotonagoro. 2018. **Korelasi antara Strategi-Strategi Pembelajaran Kosakata Pebelajar Bahasa Inggris sebagai Bahasa Asing dan Penguasaan Kosakata**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Alies Poetri Lintangari, M.Li.

Kata Kunci: Kosakata, Strategi, Penguasaan

Pebelajar bahasa Inggris sebagai pebelajar bahasa kedua atau asing harus menguasai keterampilan dasar bahasa, yaitu menyimak, berbicara, membaca, dan menulis secara mendalam dan tepat. Kosakata dianggap sebagai komponen kunci dalam berbahasa yang menjadi landasan bagi pembelajaran yang efisien untuk menyimak, berbicara, membaca, dan menulis. Penguasaan kosakata sangat penting untuk pelajar bahasa asing atau kedua karena kosakata diperlukan untuk berkomunikasi dalam bahasa sasaran. Untuk pelajar bahasa kedua, strategi-strategi pembelajaran kosakata membantu memfasilitasi pembelajaran kosakata mereka. Oleh karena itu, penelitian saat ini bertujuan untuk menyelidiki dan mengetahui korelasi antara strategi-strategi pembelajaran kosakata dan penguasaan kosakata mahasiswa angkatan 2017 Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasi. 30 dari 142 mahasiswa dari kelas A, B, C, D, dan E dipilih melalui sampel acak sederhana sebagai sampel penelitian ini. Peneliti menggunakan dua instrumen dalam penelitian ini, yaitu kuesioner strategi pembelajaran kosakata yang terdiri dari 40 butir dan tes tingkat kosakata. Komputasi statistik dengan rumus *Pearson Product Moment* dengan menggunakan SPSS versi 22 dilakukan untuk menganalisis data.

Hasil analisis data menunjukkan bahwa nilai koefisien korelasi (r_{value}) adalah 0,391 dengan nilai t_{value} 2,438. Dengan nilai df 28, ditemukan bahwa r_{value} lebih tinggi dari r_{tabel} ($0,391 > 0,374$) dan nilai t_{value} juga lebih tinggi dari t_{tabel} ($2,438 > 1,701$) pada 5% standar signifikan yang berarti bahwa ada korelasi positif yang rendah antara strategi-strategi pembelajaran kosakata mahasiswa dan penguasaan kosakata mereka. Oleh karena itu, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak sehingga disimpulkan bahwa ada korelasi yang signifikan antara strategi-strategi pembelajaran kosakata dan penguasaan kosakata mahasiswa angkatan 2017 Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	i
SUPERVISOR'S APPROVAL	ii
BOARD OF EXAMINERS' APPROVAL	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
 CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Research Problems	7
1.3 Purpose of the Study	7
1.4 The Significance of the Study	7
1.5 Scope and Limitation of the Study	8
1.6 Hypothesis	9
1.7 Definition of Key Terms	9
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Vocabulary	10
2.1.1 Definition of Vocabulary	10
2.1.2 Types of vocabulary	11
2.1.3 Importance of Vocabulary	13
2.2 Vocabulary Learning Strategies	15
2.2.1 Definition of Vocabulary Learning Strategies	15
2.2.2 Schmitt's Vocabulary Learning Strategies Classification System	15
2.3 Vocabulary Mastery	21
2.4 Previous Study	22
 CHAPTER III RESEARCH METHODS	
3.1 Research Design	29
3.2 Data and Source of Data	30
3.3 Research Procedures	31
3.4 Research Instruments	32
3.5 Data Collection	34
3.6 Data Analysis	35
3.7 Validity of the Study	39

CHAPTER IV FINDING AND DISCUSSION	
4.1 Finding.....	41
4.1.1 Descriptive Analysis of Students' Achievement in Vocabulary Test.....	41
4.1.2 Vocabulary Learning Strategies Questionnaire's Responses Analysis	42
4.1.3 Test of Hypothesis.....	45
4.2 Discussion.....	48
CHAPTER V CONCLUSION	
5.1 Conclusion	53
5.2 Suggestion	54
REFERENCES	56
APPENDICES	61



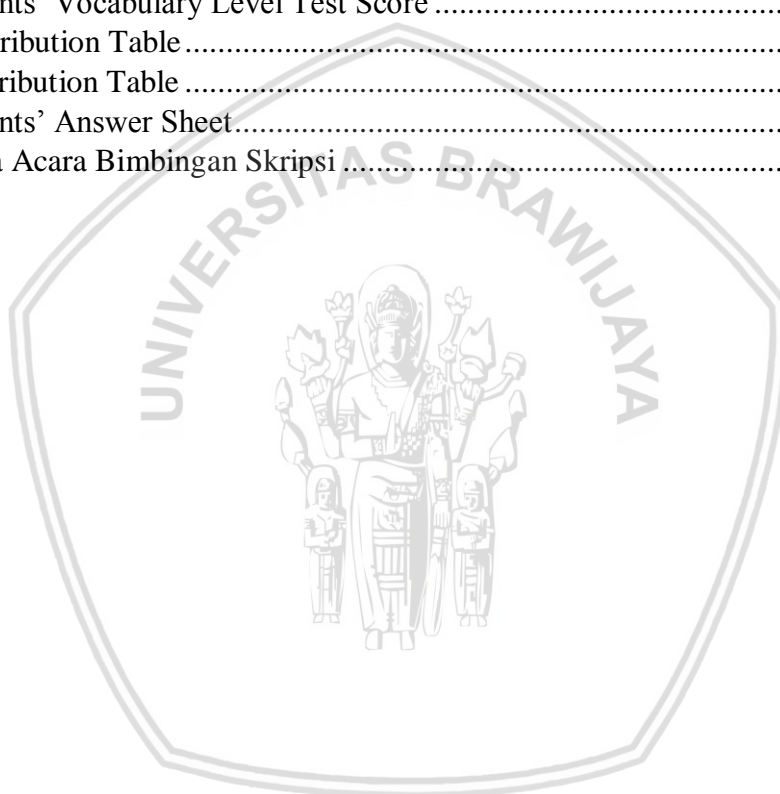
LIST OF TABLES

Table	Page
3.1 Coefficient Correlation Interpretation.....	38
4.1 Descriptive Statistics of Whole Strategies	41
4.2 Vocabulary Mastery Level Classification	42
4.3 Score Averages of The Five Categories	43
4.4 Correlation of Both Variables.....	45



LIST OF APPENDICES

Appendix	Page
1. Vocabulary Levels Test (VLT).....	61
2. Answer Key for Vocabulary Levels Test (VLT)	68
3. Vocabulary learning Strategies Questionnaire.....	76
4. Result of Survey	79
5. Students' Vocabulary Level Test Score	80
6. r-Distribution Table	81
7. t-Distribution Table	82
8. Students' Answer Sheet.....	83
9. Berita Acara Bimbingan Skripsi	96



CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research problems, purpose of the study, significance of the study, scope and limitation of the study, hypothesis, and definition of key terms.

1.1 Background of the Study

English is one of international languages, which is used throughout the world. English is also used in many fields of life, such as in politics, economics, social, and education. English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. Therefore, the government of Indonesia has placed this English language in the curriculum not only at the junior and senior high school but also at university or institute.

English language learners as a second or foreign language learners should master the basic skills of language namely listening, speaking, reading, and writing appropriately. Those four skills cannot be separated since they are integrated. Moreover, there are language components such as pronunciation, grammar, and vocabulary that are important as well to be mastered. According to Nation (2001, p. 39), vocabulary is considered as one of the basic components of language learning and since lexical items carry the basic information, deficiencies in this aspect of knowledge may affect learners' communication skills. Vocabulary is also one of the important elements in building up language skills both receptive skills

(listening and reading) and productive skills (speaking and writing). Richards and Renandya (2002, p. 255) asserted that vocabulary determines how well learners speak, listen, read, and write. Deficiencies in this aspect of language may lead to a feeling of incompetence in the learners and may discourage them from learning the language. Using this element, someone can communicate, learning, and thinking. Therefore, the learning of vocabulary is a fundamental need to support learners in mastering a language.

Vocabulary is regarded as an essential part of mastering a second language (Schmitt, 2008, p.329). Vocabulary mastery is very important for foreign or second language learners (L2) since vocabulary is necessary for them in communicating in the target language. Insufficient vocabulary would lead language learners to be passive and incapable in communication. L2 learners who lack vocabulary knowledge may find it difficult to find the right words to communicate in the target language. It would be impossible for someone to understand language without understanding the meaning of the words. The amount of second language (L2) vocabulary knowledge can serve as a predictor of L2 learners' proficiency (Zareva *et al.*, 2005; Meara, 1999). Alqahtani (1995, p. 22) affirmed that second language learners rely so much on vocabulary knowledge and the lack of that knowledge is the main and the largest problem for L2 learners. Limited vocabulary and failure in using appropriate vocabulary can cause confusion and misunderstanding (Rosidawati & Parilah, 2016, p. 114). Second language (L2) acquisition crucially depends on the development of a strong vocabulary. In the second language acquisition (SLA) sub-discipline known as second language vocabulary acquisition

(SLVA), researchers have focused their attention on the need for second language learners to optimize their vocabulary knowledge (Singleton, 1999; Schmitt, 2000).

English department students in University have learnt English language more often and longer than students in other departments. Therefore, logically, they should have a higher level of vocabulary mastery. A good vocabulary mastery can boost students' academic performance in many tests that they take in school including vocabulary test. The more vocabularies they know, the better their chance to do well on an English language test and academic performance. However, Stanovich (1981, p. 94) stated that it is impossible for learners to perform well in English language if their vocabulary is very poor. Studies on academic achievement done over the years have repeatedly shown that vocabulary plays an important role in education. Students with insufficient vocabulary knowledge have been found to be at a much higher risk of performing poorly in high school, community college or university (Hazenbergh and Hulstijn, 1996). The inadequacy in vocabulary knowledge may hamper students' proficiency development and affect their performances in public exams. Fan (2003) stated that inadequacy in vocabulary knowledge has been repeatedly pointed out by researchers and lecturers as one of several factors that cause unsatisfactory performance of students in their exams.

To the second or foreign language learners, learning new vocabulary is always challenging, problematic, and difficult. Ghazal (2010, p. 84) argues that vocabulary learning is one of the major challenges that foreign language learners face during the process of learning a language. It is a continual process of encountering new vocabulary items in meaningful and comprehensible language

contexts (Harmon, Wood, and Kiser, 2009). Learning vocabulary is not about knowing the word only. It also includes knowing about the knowledge of the word in terms of lexicon and mental lexicon. Further, it is a more complex process than simply memorizing the meanings of words because it encompasses seeing, hearing, and using words in meaningful contexts (Bintz, 2011; Daniels and Zemelman, 2004). Sarani & Shirzaei (2016, p. 1) affirmed that all EFL or ESL learners cannot decide the best way to master the vocabulary of English for themselves. They have always been in search of finding a strategy to learn, memorize, and maintain the vocabularies.

Mokhtar (2009, p. 2) states that it is well known that second language (L2) learners use certain vocabulary learning strategies to acquire vocabulary. For L2 learners, vocabulary learning strategies help facilitating their vocabulary learning. Vocabulary learning strategies foster learner autonomy, independence and self-direction (Carranza *et al.*, 2015, p. 50). According to Nation (2001), a large and rich vocabulary can be acquired with the help of vocabulary learning strategies. Research about vocabulary learning strategies explores the involvement of students in the process of vocabulary learning. Schmitt (1997) stated that learners' use of vocabulary learning strategies affects vocabulary acquisition. The vocabulary learning strategies research focuses the orientation on the effectiveness of individual strategy in vocabulary learning which assists students in selecting, monitoring, and self-evaluating. Gu (2005) and Nation (2007) emphasized that learners' vocabulary learning processes can determine overall success or failure of second language acquisition.

Even though, several researches about the correlation between vocabulary learning strategies and vocabulary mastery have been conducted, there was still inconsistency in the result of the studies related to vocabulary learning strategies and vocabulary mastery in the form of whether there was relationship between both variables. There were two hypotheses about relationship between vocabulary learning strategies and vocabulary mastery. First, there is no significant positive correlation between vocabulary learning strategies and vocabulary mastery. The second one is there is significant positive correlation between vocabulary learning strategies and vocabulary mastery.

Some studies found that there was correlation between both of them. Some others did not. Gu and Johnson (1996) whose research involved 850 sophomore non-English majors students found that there were significant positive correlation between the two metacognitive strategies which are self-initiation and selective attention and the two test scores, meanwhile mnemonic devices which are imagery, visual associations, and auditory associations, and semantic encoding strategies, and word list correlated highly with vocabulary size. Meanwhile, in a research conducted by Purwanti *et al.* (2015), the result proved that there was relationship between students' vocabulary mastery and their strategies in learning vocabulary. The relationship was found on determination strategy, social strategy, memory strategy, and metacognitive strategy while there was no relationship for cognitive strategy.

The result of research conducted by Ali A. A. Aljdee (2011, p. 7) showed that regarding the relationship between vocabulary learning strategies and

vocabulary knowledge, the Libyan EFL learners' vocabulary knowledge was positively and/or negatively correlated with both frequently and infrequently used vocabulary learning strategies. This indicates that the range of vocabulary learning strategies used by the Libyan EFL learners rather than the frequency of use determines the correlations among vocabulary learning strategies and vocabulary knowledge. Vocabulary learning strategies consistently correlated with the learners' receptive vocabulary knowledge are also correlated with their controlled productive vocabulary knowledge.

Based on explained previous studies, researches that correlate vocabulary learning strategies and vocabulary mastery, vocabulary size or vocabulary knowledge showed that there was relationship between both variables. On the other hand, vocabulary mastery and vocabulary size as a part of vocabulary knowledge proved that vocabulary size correlated with vocabulary learning strategies when it was correlated apart from vocabulary mastery. Meanwhile, Ali A. A. Aljdee's (2011) study didn't show an exact result of the relationship between vocabulary learning strategies and vocabulary knowledge. So, it caused the research gap coming up which was that result of previous studies do not abbreviate the theories. In fact, according to the theories, all strategies of vocabulary learning strategies help students learning vocabulary well and effectively. Therefore, in order to solve this issue, this current research aimed to investigate and find out the correlation between vocabulary learning strategies and vocabulary mastery of batch 2017 students of English Language Education Program of Faculty of Culture Studies of Universitas Brawijaya. This current study aims to be an answer or alternative to the

inconsistency of the previous studies. The difference between the current study and the previous studies is that it is a correlation research with quantitative approach. The correlation design was used to describe and measure the degree of association (or relationship) between vocabulary learning strategies and vocabulary mastery. Meanwhile, the participants were batch 2017 students of English Language Education Program of Faculty of Culture Studies of Universitas Brawijaya.

1.2 Research Problems

Based on the background of the study, the research question of the current study is “Do vocabulary learning strategies used by students have significant correlation with vocabulary mastery of batch 2017 students of English language education program of Faculty of Cultural Studies of Universitas Brawijaya?”.

1.3 Purpose of the Study

Based on the research problems stated, this research aims to investigate and find out the correlation between vocabulary learning strategies and vocabulary mastery.

1.4 Significance of the Study

After finishing the research, the writer hopes that the study will be useful both theoretically and practically:

1.4.1 Theoretically

This research will be beneficial for researcher, teachers, and students in terms of as a reference in conducting further research with similar interest such as investigating the influence of vocabulary learning strategies toward vocabulary mastery.

1.4.2 Practically

This research can be used for teacher or lecturer as a component in determining the best vocabulary teaching strategies for each student to help them learning vocabulary effectively so that the students' vocabulary mastery can be enhanced by implementing the most suitable vocabulary teaching strategies based on students' characteristics and vocabulary learning strategies.

1.5 Scope and Limitation of the Study

The subject of this study was batch 2017 students of English language education program of Faculty of Culture Studies of Universitas Brawijaya. This study was conducted during the academic year of 2018/2019. Moreover, this study just focused on vocabulary learning strategies that were used by batch 2017 students of English Language Education Program of Faculty of Culture Studies of Universitas Brawijaya and students' vocabulary mastery level and discussed the relationship between both of them.

Since this study was limited to 142 students only, the findings and implications cannot be generalized to all research works in which vocabulary learning strategies use and level of vocabulary mastery have been taken into consideration. Nevertheless, the synthesis of some previous studies may provide

insights to understand better about the relationship between vocabulary learning strategies and vocabulary mastery.

1.6 Hypothesis

There is a significant positive correlation between vocabulary learning strategies and vocabulary mastery.

1.7 Definition of Key Terms

The following are the key terms used by the researcher in this study:

1.7.1 Vocabulary Learning Strategies

Vocabulary Learning Strategies are defined as actions taken by language learners to understand, remember, as well as enrich vocabulary items. It also includes learners' ability to use vocabulary items appropriately in speaking and writing.

1.7.2 Vocabulary Mastery

Vocabulary mastery means as a comprehensive knowledge of vocabulary that one knows or uses (Fitriana *et al.*, 2012, p. 7)

1.7.3 Correlational Study

A correlational study is used to describe the degree or magnitude of the relation between two variables. Donald *et al* (2010 p. 351) stated that correlational research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theoretical frameworks that is related to this present research. It consists of vocabulary, vocabulary learning strategies, and vocabulary mastery. Moreover, this chapter also presents some previous studies.

2.1 Vocabulary

This sub-chapter discusses about definition, types, and the importance of vocabulary.

2.1.1 Definition of Vocabulary

According to Linse (2005, p. 121), vocabulary is the collection of words that we use on a daily basic large. Meanwhile, Grambs (1984, p. 73) said that vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word. Longman Dictionary of Contemporary English (1987, p. 1177) defined vocabulary as all the words that someone knows, learns or uses when talking about the particular subject or a list words with explanation of their meanings in a book for learning a foreign language.

Hornby (1995, p. 1331) stated that vocabulary is the total number and list of words in a language with their meanings. Based on Collins Essential English Dictionary 2nd Edition, vocabulary can be defined as all the words that a person knows and contained in a language; the specialist terms used in a given subject; a list of words in another language with their translation; and a range of symbols or

techniques used in any of the arts or crafts: the building's vocabulary of materials, textures, and tones.

Meanwhile, based on The American Heritage, vocabulary is defined as all the words of a language, the sum of words used, understood, or at the command of a particular person or group, a list of words and phrases, arranged alphabetically and defined or translated; a lexicon or glossary, and a supply of expressive means; a repertoire of communication. Based on previous opinions, vocabulary can be defined as the stock of words known and used by a person, class, or profession in a particular language that contain meaning.

2.1.2 Types of vocabulary

According to Raja T. Nasr (1972, p.185), there are two kinds of vocabulary. The first one is productive vocabulary (active vocabulary) which are the words that a speaker actually uses. Meanwhile, the second one is receptive vocabulary (passive vocabulary) which is a word that a person understands when he hears or reads them but does not use in his own speech. John Haycraft (1978, p.40) also classified vocabulary in the same classification. Productive vocabulary is the words which the student understands, can pronounce correctly, and use constructively in speaking and writing. Meanwhile, receptive vocabulary are words that the student recognizes and understands when they occur in a context but which he cannot product correctly.

Lehr and Osborn (2001) mentioned two kinds of vocabulary. First, words come in two forms, they are oral vocabulary, which includes the words that are recognized and used in listening and speaking; and print vocabulary, which includes

the words that are recognized and used in reading and writing. Second, words knowledge is composed of two forms, they are receptive vocabulary, which includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context; and productive vocabulary, which includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

According to Nation (1994, p.3), vocabulary can be divided into two kinds; they are high-frequency vocabulary and low-frequency vocabulary. High-frequency vocabulary consists of 2000 word families, which are about 87% of the running words in the formal written text and more than 95% of the words in informally spoken texts. Meanwhile, the low-frequency vocabulary, on the other hand, covers an only small proportion of the running words of a continuous text, it means that low-frequency vocabulary is rarely used in common activity of English language.

Jo Ann Aebersold and Mary Lee Field (1997, p.139) classified vocabulary into active and passive. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary. Although in fact, it is more difficult to implement into practice, it means that to use the productive vocabulary, the students must know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill. Meanwhile, passive vocabulary refers to language items that can be recognized and

understood in the context of reading and listening and also called as receptive vocabulary.

Besides receptive and productive vocabulary, Jo Ann Aebersold and Mary Lee Field (1997, p.139) also classified vocabulary into the topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. Furthermore, Djalnushah and Azimar Enong (1980, p.81) divided vocabulary into two, which are general vocabulary and special vocabulary. General vocabulary is words that are used in general. There is no limit on field and user. Whereas special vocabulary is the words that are used in the certain field and job, the profession of special science, and technology. Meanwhile, I.S.P. Nation (1990, p.6) distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means introducing learners to new words and thus starting their learning. Establishing vocabulary means building on strengthening this initial knowledge that is encouraging the knowledge of particular words to develop and expand.

2.1.3 Importance of Vocabulary

Vocabulary is very important to all people because a person's vocabulary is the set of words within a language that is familiar to the person. Vocabulary has an important role in language skills. Palmer (cited in Richards and Rodgers, 2002, p.37) stated that vocabulary was one of the most important aspects of foreign language. It means that it is very important to be mastered first. We will not be able to speak well and understand written materials if we do not master it. No matter

how good the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language cannot run well. Vocabulary is one of the most important things in language. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. People must analyze the words that they want to say when expressing their thought.

According to Wilkins in Thornbury (2002, p. 13), these are some importance of vocabulary, which are:

- a. An extensive vocabulary aids expression and communication
- b. Vocabulary number has been directly linked to reading comprehension
- c. Linguistic vocabulary is synonymous with thinking vocabulary
- d. A person may be judged by others based on his or her vocabulary stock of a language.

Since vocabulary is all about good mastery of words, it is useful for someone to understand language. It is also supported by Wallace (1982) who said that vocabulary is one of the most important parts of language because when speaking a language, the speakers need several words to convey ideas. When a learner intends to learn a foreign language, they also learn the vocabulary of the foreign language first. Wallace (1982) mentioned two importance of vocabulary. The first one is language exists in two forms which are spoken and written form. Both of them need vocabulary to develop the existence itself. The second one, vocabulary is very necessary for employing productive skills in learning English as a foreign language rather than only needed to recognize its function.

2.2 Vocabulary Learning Strategies

This sub-chapter discusses two things. They are definition of vocabulary learning strategies and Schmitt's vocabulary learning strategies classification system.

2.2.1 Definition of Vocabulary Learning Strategies

(Nation 2001, p. 217) argued that vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies. Thus, (Catalan, 2003, p. 55) affirmed that the definition of vocabulary learning strategy originates from language learning strategies. Cameron (2001, p. 92) stated that vocabulary learning strategies as the actions that learners do to help themselves understanding and remembering vocabulary items. Identically, Catalan (2003, p. 56) defined vocabulary learning strategies as knowledge about the mechanisms (processes and strategies) used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written form. Similarly, Intaraprasert (2004, p. 9) defined vocabulary learning strategies as any set of techniques or learning behaviours which language learners used in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary. Based on previous opinions, it can be concluded that vocabulary learning strategies mean actions taken by language learners to understand, remember, as well as enrich vocabulary items, including learners' ability to use vocabulary items appropriately in speaking and writing.

Vocabulary learning strategies are ways used by students to learn new vocabulary. Ruutemets (2005) asserted that vocabulary learning strategies constitute knowledge about what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production. There are various classification of vocabulary learning strategies suggested by researchers such as Cohen (1990), Nation (2001), Schmitt (1997), Brown and Payne (1994). Schmitt's taxonomy is one of the most widely used classification among researchers. It is one of the most important contribution in terms of preparing the general vocabulary learning strategy classification framework. It has comprehensive features in most aspects of vocabulary learning. This taxonomy is based on the concept of Oxford's (1990) concept of discovery, consolidation, and classification system in language learning strategies.

2.2.2 Schmitt's Vocabulary Learning Strategies Classification System

A complete inventory of Vocabulary Learning Strategies will be conducive to relevant studies in this area. However, just as Skehan (1998) argued, the field of learner strategies is still in an early stage of development. His remark is particularly applicable to Vocabulary Learning Strategies in that a comprehensive list or taxonomy of strategies in this specific area is not present (Schmitt, 1997). In order to address this gap, Schmitt (1993) proposed a vocabulary learning strategy taxonomy and classified them based on one of the current descriptive systems. This classification system is an important contribution in terms of providing a general framework for classifying vocabulary learning strategies and is characterized by its

comprehensiveness in including many aspects of vocabulary learning. This classification system is based on a discovery/consolidation distinction and on Oxford's (1990) categorization system. Schmitt's taxonomy has been extensively exploited in the relevant studies due to its several advantages over others. These advantages are as follows: Schmitt's taxonomy can be standardized for assessment goals, can be utilized to gather the answers from students easily, is based on the theory of learning strategies as well as on theories of memory, is technologically simple, can be applied to learners of different educational backgrounds and target languages, is rich and sensitive to the other relevant learning strategies, and allows comparisons with other studies (Catalan 2003, cited in Ruutemets, 2005). Based on previous explanation, this study used Schmitt's Taxonomy as the basis to choose the most appropriate questionnaire to collect the data from the participants. Schmitt initially classified vocabulary learning strategies into two major groups:

1. Discovery strategies, which involve the initial learning of new word meanings. It involves learning in the early stages especially the initial discovery of a word's meaning.
2. Consolidation strategies, which involve studying and remembering the word's meaning once it is known. It involves the activity of learning and recalling the meaning of the words that students encounter again.

These two groups correspond to Nation's (1990, p.6) distinction between increasing vocabulary, which means introducing learners to new words and thus starting their learning, and establishing vocabulary, which means building on and strengthening this initial knowledge. There is also a second layer in this

classification in which strategies in the two major groups (discovery and consolidation) are further classified as determination, social, memory, cognitive and metacognitive. This has been drawn mainly from Oxford's taxonomy.

The following is the strategy inventory offered by Schmitt (1997):

Category 1: Strategies for the discovery of a new word's meaning (discovery strategies)

Discovery strategies include several determination strategies and social strategies. There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning (Schmitt, 1997).

- Determination Strategies

Determination strategies include analyzing part of speech, analyzing affixes and roots, checking for L1 cognates, analyzing any available pictures or gestures, guessing from the textual context, and using bilingual dictionary, monolingual dictionary, word lists, and flashcards.

- Social Strategies

Social strategies involve learners using interaction with other people to facilitate their learning. Social strategies include asking the teacher for an L1 translation, asking the teacher for a paraphrase or synonym of the new word, asking the teacher for a sentence including the new word, asking classmates for the meaning, and discovering the meaning through group work activity.

Category 2: Strategies for consolidating a word once it has been encountered (consolidation strategies)

- Social Strategies

Social strategies include study and practice meaning in a group, interact with native speaker, study, and practice the meaning of the new word in a group, teacher checking students' flash cards or word lists for accuracy.

- Memory Strategies

Memory strategies are strategies either to organize mental information together or transform it in a way which makes it more memorable. Memory strategies consist of those approaches helping relating new materials to existing knowledge system. In general, memory strategies refer to those involving making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. Thus, memory strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning. Memory strategies includes studying the word with a pictorial representation of its meaning, forming an image of the word's meaning, connecting the word to a personal experience, associating the word with its coordinates, connecting the word to its synonyms and antonyms, using semantic maps, using scales for gradable adjectives, peg method, loci method, grouping words together to study them, grouping words together spatially on a page, using the new word in sentences, grouping words together within a storyline, studying the spelling of a word, studying the sound of a word, saying the new word aloud when studying, imaging the word's form, understanding initial letter of the word, configuration, using keyword method, studying affixes and roots, and parts of speech, paraphrasing the word's meaning, using cognates in study, learning the

words of an idiom together, using physical action when learning a word, using semantic feature grids.

- Cognitive Strategies

Cognitive strategies include strategies that are less obviously linked to mental manipulation. Skills which require manipulation or transformation of the target language by the learner fall into the Cognitive strategies (Oxford 1990, p. 43). In Schmitt's vocabulary learning strategies taxonomy, cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning. Although repetition as a learning strategy is not much praised by those supporting the depth of processing hypothesis, it is popular among learners and may help them achieve high level of proficiency (Schmitt, 1997). Other cognitive strategies involve using some kind of study aids, such as taking notes in class, using word lists and flashcards, using the vocabulary section in the student's textbook, taping L2 labels onto their respective physical objects, or making a tape recording of word lists and studying by listening. Vocabulary notebooks are also recommended by numerous scholars (e.g. Gairns and Redman 1986; Schmitt and Schmitt 1995; Fowle 2002) to be implemented by learners to facilitate vocabulary acquisition.

- Metacognitive strategies

Metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study (Schmitt 1997, p.205). The study by Gu and Johnson (1996) has found that metacognitive strategies are positive predictors of vocabulary size and general

English proficiency, showing the significant role the metacognitive strategies play in language learning. Thus, it is a need to train students to control and evaluate their own learning through various ways, such as using English language media (songs, movies, newcasts, etc.), testing oneself with word tests, using spaced word practice, and continuing to study the new word over time. In this way, learners will take more responsibility for their studies and overall learning effect may be improved. Another important strategy in this group involves the decision to skip or pass a new word when it is judged to be a low-frequency one which may not be met again for a long time. The fact that even a native speaker only knows a portion of the huge amount of words in a language suggests that an efficient L2 learner is supposed to spend their time and efforts on those words most relevant and useful to them.

2.3 Vocabulary Mastery

Vocabulary is one of the language aspect which should be learned. Learning vocabulary is important because to be able to speak, write, read, and listen nicely we have to know vocabulary first. According to Nation & Newton (1997) vocabulary is knowledge of words and word meaning. The mastery of vocabulary is also one of the benchmark for measuring a person's language proficiency. By mastering a large number of words, it is easier for a student to learn something new and learn a language. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. It is according to Miller & Gildea (1987) who stated that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is

heard or seen in various contexts. Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of foreign language could learn language easily. Tarigan (1986) stated that the quality of one's language depends upon the quantity of his or her knowledge of vocabulary, the richer one's vocabulary is the more one master a language.

Good vocabulary mastery is one of indicators of the success of language teaching and learning. As mentioned before that vocabulary is one of important language component, however, mastering vocabulary of a language does not mean mastering the language itself. Mastering vocabulary of the target language can help many students to convey their thought in the target language. However, when a student knows much vocabulary of the target language, he cannot be called as a master of the target language, because language mastery includes many aspects, which one of them is the vocabulary mastery. The use of vocabulary is important in developing students' language skill. A student will be unable to speak or write when he does not know how to speak and write in the target language. Therefore, to increase students' language skill, the vocabulary mastery needs to be improved.

2.4 Previous Study

Some studies about relationship between vocabulary learning strategies and vocabulary mastery had been conducted. Several researches proved that there was correlation between both variables. As far as the vocabulary size (breadth of vocabulary knowledge) or vocabulary mastery, is concerned, numerous studies have been conducted of a particular group of ESL or EFL students.

A study on Chinese university students' vocabulary learning strategies was conducted by Gu and Johnson (1996) involving 850 sophomore non-English majors students who participated in the survey concerning on vocabulary learning strategies and correlating responses to the questionnaire with results on a vocabulary size test and a general English proficiency measure. The result showed that there were significant positive correlation between the two metacognitive strategies which are Self-Initiation and Selective Attention and the two test scores, meanwhile mnemonic devices which are imagery, visual associations, and auditory associations, and semantic encoding strategies, and word list correlated highly with vocabulary size, but not with general English proficiency. In a multiple regression analysis, the two metacognitive strategies also emerged as positive predictors of both general English proficiency and vocabulary size. However, the second best predictor of vocabulary size, which is dictionary looking-up strategies, did not rank high as a predictor of general English proficiency. Similarly, variables such as extracurricular time spent on English, intentional activation of new words learned, and semantic encoding, seemed to play a role in predicting vocabulary size but not in overall English proficiency. The findings suggest that students would benefit more if they aimed at learning the language skills rather than just remembering English equivalents of all Chinese words (Gu and Johnson, 1996, p.659). Another point to be noted in the study is that Visual Repetition and Imagery Encoding were both strong negative predictors of vocabulary size and English proficiency, implying that learners probably should not depend too much on visual repetition or fantastic imagery techniques when carrying out words into memory.

A rather similar study on vocabulary learning strategies was conducted by Schmitt (1997), who investigated 600 Japanese learners from four different age levels which are junior high school students, senior high school students, university students and adult learners. Schmitt implemented a questionnaire to gather information about what vocabulary learning strategies were used and how useful they were rated. Schmitt (1997) used of a vocabulary learning strategy questionnaire in his study in order to survey strategies that language learners employ, and how useful they rated each strategy. The list of strategies is divided into two major classes: 1) strategies that are useful for the initial discovery of a word's meaning, and 2) those useful for consolidating a word once it has been encountered. Based on strategies for discovering meaning, bilingual dictionaries, asking teacher for paraphrase/synonym, and analyzing pictures or gestures were the strong preferences. In terms of strategies for consolidating meaning, say new word aloud, written repetition, connect word with synonyms/antonyms, continue overtime, study spelling, take notes in class, and verbal repetition were preferred. The least helpful strategy of discovery meaning is to skip or pass new word. The least helpful strategies of consolidation meaning consisted of image word's meaning, use cognates in study, keyword method, and image word form.

An evidence that bilingual dictionary was the most used was revealed in the study, with 85% of the sample giving a positive response to the use of a bilingual dictionary to discover word meaning. The second and third most-used strategies were verbal repetition and written repetition. However, these two strategies did not correlate highly with English proficiency or vocabulary size in Gu and Johnson's

(1996) study. Bilingual dictionary use came first in the helpfulness evaluation results. The other five helpful strategies that overlapped the top ten most-used ones were 'written repetition', 'verbal repetition', 'say a new word aloud', 'study a word's spelling', and 'take notes in class'. On the other hand, four strategies ('study synonyms and antonyms', 'continue to study over time', 'ask teacher for paraphrase', and 'use pictures/gestures to understand meaning') were rated high in terms of helpfulness, but not used frequently by these learners.

Meanwhile, a research about vocabulary learning strategies and vocabulary mastery was conducted by Purwanti *et al.* (2015) on 30 students in class XI IPS 2 of SMA Muhammadiyah 2 Bandar Lampung in batch 2014/2015. A questionnaire about vocabulary learning strategies was distributed to know the strategies used by students in learning vocabulary. The result proved that there was relationship between students' vocabulary mastery and their strategies in learning vocabulary. The relationship was found on determination strategy, social strategy, memory strategy, and metacognitive strategy. While there was no relationship for cognitive strategy. Successful students most frequently used determination strategy at high frequency score (4.80). The use of social and memory strategy was at medium frequency score (2.88 and 3.38). Meanwhile cognitive strategy was the least strategy used with the medium frequency score (2.67). Then, metacognitive strategy was used at high frequency score (4.20). Compared to successful students, the poor students used all strategies at medium frequency score. The frequency score was 2.95 for determination strategy, 2.90 for social strategy, 3.14 for memory strategy, 2.64 for cognitive, and 3.50 for metacognitive strategy.

In contrast, Ali A. A. Aljdee (2011) conducted a research on 56 final year students in the department of English language of April University in Libya. The students were asked to complete a vocabulary learning strategies questionnaire to identify the range and frequency of vocabulary learning strategies these learners use. Their responses were correlated with their results in two vocabulary tests used to measure the learners' vocabulary knowledge in terms of reception and controlled production. The result of research showed that regarding the relationship between vocabulary learning strategies and vocabulary knowledge, the Libyan EFL learners' vocabulary knowledge was positively and/or negatively correlated with both frequently and infrequently used vocabulary learning strategies. This indicates that the range of vocabulary learning strategies used by the Libyan EFL learners determines the correlation among vocabulary learning strategies and vocabulary knowledge. vocabulary learning strategies consistently correlated with the learners' receptive vocabulary knowledge are also correlated with their controlled productive vocabulary knowledge.

Komol & Sripetpun (2011) studied vocabulary learning strategies used by second-year university students at Prince of Songkla University (PSU). 192 PSU second-year students were divided into two groups based on their vocabulary size scores and were asked to rate the frequency of use on the vocabulary learning strategies questionnaire which was adapted from Schmitt's vocabulary learning strategies taxonomy. It was found that the research subjects used the vocabulary learning strategies in all five categories at a moderate level. The most frequently used strategies by all subjects belonged to determination strategies, while the social

strategies were used the lowest level by all subjects. Besides, there were any significant differences between students with high and low vocabulary size in the use of vocabulary learning strategies. The students were divided into two groups based on their vocabulary size test scores using the 27% technique. Results revealed that the students with high vocabulary size used vocabulary learning strategies significantly more often than those students with low vocabulary size at the 0.01 level. In this study, students both with high and low vocabulary size rated the same strategies as the most frequently, but the high vocabulary size students group used the strategies significantly more often. These strategies were as follows: 1) using English-Thai dictionary; 2) asking classmate for meanings; 3) learning the word by paraphrasing the words' meaning; 4) taking note in class; and 5) using English media. Among those of the most frequently used strategies, the strategy of using English-Thai dictionary has reached at the highest level of use. Correlation analysis revealed that using English-Thai dictionary in order to discover the words' meaning did not contribute to increase the students' vocabulary size. In contrast, the strategy of using English-English contributed to increase the vocabulary size of the students with high vocabulary size. The strategy of asking classmate for meaning was used at a high level among the other social strategies by both high and low vocabulary size students. Regarding correlation analysis, this strategy was not significantly correlated with vocabulary size scores. Learning the word by paraphrasing the words' meaning was found positively correlated with students with high vocabulary scores. The last two most frequently used strategies were the strategies of taking

note in class and using English media. However, these two strategies didn't show the contribution to the student's vocabulary size scores.

Putra *et al* (2015) conducted a research on 40 postgraduate students of English department in FKIP Mataram University in batch 2014/2015. Three instruments were utilized in this study; vocabulary learning strategies questionnaire, vocabulary level test and depth of vocabulary knowledge test. The study showed that the vocabulary learning strategies used by postgraduate students were correlated with all the vocabulary level tests at the 0.05 level. Determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies were found correlated with the test score of 2.000 level, 3.000 level, 5.000 level, and academic word level. The analysis of correlation between vocabulary learning strategies and vocabulary depth showed that determination strategy was the only strategy that had positive correlation with Vocabulary depth (0.160) and it's a weak relationship. While the other strategies (social, memory, cognitive, and metacognitive strategies and overall strategy use) were negatively correlated with dependent variables.

CHAPTER III

RESEARCH METHODS

This chapter consists of seven subchapters. The subchapters are research design, data and source of data, research procedures, research instrument, data collection, data analysis, and validity of the study.

3.1 Research Design

In this study, the researcher used quantitative approach. Donald *et al.* (2010, p. 27) revealed that quantitative research strives for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions. Meanwhile, the design of this research is correlational research. Donald *et al.* (2010 p. 27) affirmed that correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated). Correlation means the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship is expressed as a numeric index called the coefficient of correlation. Creswell (2012) stated that in correlational research design, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person. This research will apply two variables (X and Y). In this matter, vocabulary learning strategies stands as variable X, while vocabulary mastery as

variable Y. This research intends to find out the correlation between vocabulary learning strategies of English language education batch 2017 students and their vocabulary mastery.

3.2 Data and Source of Data

The researcher took the data in Universitas Brawijaya Malang. The type of data of this research is primary data. The subjects of this study were the students of English Language Education Program batch 2017 of Faculty of Cultural Studies of Universitas Brawijaya. They studied English as their foreign language. There were 5 classes in the population. The number of the population of this study were 142 Students. All of the subjects take reading comprehension class in semester 3. Besides, the sample were 30 students. 6 students were randomly chosen from each class. The number of the sample had already fulfilled the minimum requirement. An educational researcher needs approximately 30 participants for a correlational study that relates variables (Creswell, 2012, p. 146). The batch 2017 students were chosen as the subjects or participants because they were still in the early stage of focusing learning English language which mean that they are generally assumed mastering vocabulary in limited number. The sampling technique that was used in the present study was probability sampling, specifically simple random sampling. This involves selecting members of the population to be included in the sample on a completely random basis. Donna (2010, p. 318) argued that simple random sampling means that each member of the population has an equal and independent chance of being selected. Its advantages are the simplicity of the process and its

compatibility with the assumptions of many statistical tests. Thus it could minimize the effects of any subjective factors.

3.3 Research Procedures

Donald *et al.* (2010, p. 31-32) mentioned the steps to conduct a research as follows:

1. Selecting a problem. The first step is to select the problem to investigate. The problem of this research is whether vocabulary learning strategies that students used have correlation with their vocabulary mastery level or not.

2. Reviewing the literature on the problem. Researchers should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done.

3. Designing the research. The researcher plans how to conduct research to answer the question. The design is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom. The steps are as follows:

- a. Preparing the instrument. The first step in designing the research was choosing the most suitable vocabulary learning strategies questionnaire and vocabulary tests that were used in previous studies based on the Schmitt's theory of vocabulary learning strategies classification system. Then, researcher adopted the questionnaire to be implemented in collecting data.

- b. Determining the research participants. The researcher select batch 2017 students of English Language Education Program of Faculty of Cultural Studies of Universitas Brawijaya. They were chosen as participants because they were still in

the early stage of learning vocabulary which were assumed to be still confused and don't understand with what and how effective vocabulary learning strategies that they applied.

4. Collecting the data. The next step involves executing the research plan. First, the researcher conducted a vocabulary test. And then, the researcher distributed a questionnaire of vocabulary learning strategies to the students.

5. Analyzing the data. The data collected in this research were analyzed using SPSS version 22. The purpose of data analysis is to process the data to make it easy to understand. The analysis of the numerical data in quantitative research provides evidence that supports or fails to support the hypothesis of the study.

6. Interpreting the findings and stating conclusions. The researcher next attempted to interpret the findings in terms of the research problem. The quantitative researcher typically makes statements about the probability that such a finding is due to chance and reaches a conclusion about the hypothesis.

7. Reporting results. Researchers must make their procedures, findings, and conclusions available in a form intelligible to others. In this study, the researcher wrote an undergraduate thesis in the form of physical and digital writing that can be accessed in college's library offline as well as online.

3.4 Research Instruments

In this research, the data were collected by using vocabulary test and vocabulary learning strategies questionnaire. Vocabulary test was carried out to measure students' English language vocabulary mastery level. In his book, Brown (2004, p. 3) suggested that a test is a method of measuring a person's ability,

knowledge, or performance in a certain domain. The vocabulary test is a validated version of the Vocabulary Levels Test (VLT) by Schmitt *et al.* (2001), which is used to measure breadth of vocabulary knowledge. These vocabulary tests have version 1 and 2. These two versions are of the same level of difficulty (Schmitt, *et al.*, 2001, p. 63). In this study, version 2 was adopted because it was based on the new Academic Word List. This version has four word levels: 2,000-word level, 3,000-word level, 5,000-word level, and a section of academic vocabulary. This test has been utilized in many previous studies (Qian, 2002; Teng, 2014b; Xiang & Fulcher, 2007). The final score is calculated as follow:

$$\text{final score} = \frac{\text{student's correct answer}}{\text{the number of item}} \times 100$$

The vocabulary learning strategies questionnaire was adopted from Komol & Sripetpun (2011) that were adapted from Schmitt's (1997, 2000) vocabulary learning strategies questionnaires set based on Schmitt's taxonomy with a reliability coefficient of 0.93. It consisted of 40 statements which were presented based on 5 categories: determination, social, memory, cognitive, and metacognitive strategies. The students were asked to rate each strategy on a six point Likert scale in term of their frequency of use in ascending order ranging from 1 (never) to 6 (always). This questionnaire was chosen to measure the range and the frequency of vocabulary learning strategies that students of English Language Education Program as EFL learners use. The vocabulary learning strategies questionnaire items have been administered in studies (e.g., Schmitt, 1997) and proved to be effective in obtaining

data about learners' vocabulary learning strategies. The questionnaire was employed as it suited the purpose of the study and it was suitable for students' level.

3.5 Data Collection

The vocabulary test and questionnaire of vocabulary learning strategies were administered to 30 students. To gather the data, there were several steps that the researcher did. First, the researcher asked permission to the lecturer of the reading class whom the students were chosen as the sample of this research before conducting the study. The researcher and the English lecturer then determined the schedule for the researcher to collect the data in the classes. Second, the researcher came to class, did an introduction, and told the students about the intention coming to the class. Third, the test of vocabulary mastery were conducted to six students of each class to measure students' vocabulary mastery level. A sheet of questions related to vocabulary were distributed to each students. Then, they were explained how to respond to the items. The students were given 30 minutes to finish the test. The results of the vocabulary test was in the form of vocabulary test score from students' answer sheets as the findings for data analysis. Fourth, the researcher distributed questionnaire of vocabulary learning strategies to find out the strategies that students used in learning vocabulary. And then they were asked to respond to the questionnaire without discussing the answers with their classmates, because the vocabulary learning strategies that were used by each students could be different. Students were also asked to fill the questionnaire honestly and factually. Dornyei (2011, p. 24) stated that quantitative research involves data collection procedures

that result primarily in numerical data which is then analyzed primarily by statistical methods.

3.6 Data Analysis

The researcher had to go through several steps in analyzing the data. Sarwono (2006, p.135) stated that the steps in data analysis are as follows:

1. Data Editing: the researcher clarifies the consistency, readability, and completeness of the data that has been collected.
2. Variable Developing: the researcher specifies all variables needed for the study to check whether it is already included in the data or not.
3. Data Coding: the researcher converts the data into codes (usually in the form of numbers) so it can be used in the next analysis process.
4. Error Checking: the researcher rechecks the data that will be analyzed before inputting it into the computer.
5. Creating Data Structure: the researcher creates a detailed list about the data to make sure that there are no missed data and all data needed in the study can be analyzed by the computer.
6. Pre-computer Analysis Checking: the researcher prepared all final data by rechecking it again before inputting it into the computer to make sure that all final data are complete.
7. Tabulation: after the data have been analyzed by the computer, the researcher represents the result by accepting the alternative hypothesis (H1) or null hypothesis (H0).

There were two statistics that were used in this research, descriptive statistics and correlational statistics. Descriptive statistics were conducted in order to measure and describe the information about the most used vocabulary learning strategies and the level of vocabulary mastery of the participants. The descriptive statistics that were used were frequency, minimum, maximum, mean, and standard deviation. Descriptive analysis was also carried out in order to classify students' vocabulary mastery level as low, moderate, and high. Before conducting correlation analysis, the researcher classified students' vocabulary mastery by using Arikunto's (2012) formula this following:

$$M + SD = \text{High}$$

$$M - SD = \text{Low}$$

Notes:

M : Mean

SD : Standard Deviation

In addition, other statistics that were used to analyze the data in this research were correlational statistics. It is statistics whose function is to describe the strength and direction of a relationship between two or more variables (Donna, 2010). To analyze the data, the researcher utilized SPSS v.22 as the calculation software to process the data so that the data are easier to be understood and used. The result of the calculation would show the correlation between two variables. The researcher used Pearson Product Moment Formula (also known as the Pearson r) in processing the data. In their book, Fraenkel and Wallen (2009) stated that when the data for both variables are expressed in terms of quantitative scores, the Pearson r is the

appropriate correlation coefficient to use. The formula that the researcher used is from Arikunto (2015) as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{((N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2))}}$$

Notes:

r_{xy} : correlation coefficient (also referred as r_{value} in this study)

N : the total of sample participating in this study

$\sum x$: the total of students' most used vocabulary learning strategies

$\sum y$: the total of students' vocabulary mastery score

$\sum xy$: the total multiple from students' most used vocabulary learning strategies and vocabulary mastery score

$\sum x^2$: the total square of students' most used vocabulary learning strategies

$\sum y^2$: the total square of students' vocabulary mastery score

The correlation coefficient is a measure of the strength of the relationship and its direction. Donna (2010) argued that the closer the correlation coefficient is to ± 1.00 , the stronger the relationship. A positive correlation means that the two variables increase or decrease together. A negative correlation means that the two variables differ inversely; that is, as one goes up, the other goes down. If the correlation coefficient is near zero, no relationship exists. Therefore, what is actually happening is that the difference between the individual response and the mean for each variable is calculated. This will give us a positive score if both are positive, so if the respondent scores above the mean on both variables, the outcome will be positive. The same is true if the score on both is negative. If the respondent

scores below the mean on both variables, the outcome will also be positive. If the respondent has a positive score on variable X and a negative score on variable Y, the outcome will be negative. In order to know the level of relationship of the correlation coefficient, it could be determined by using the correlation coefficient interpretation by Best (1981) as follows:

Table 3.1 Correlation Coefficient Interpretation

Coefficient	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to .100	High to very high

To find out whether the correlation is significant or not, the researcher need to calculate it by using Sugiyono's (2016) formula this following:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Notes:

t : significance of correlation coefficient (also referred as t_{value} in this study)

r : correlation coefficient (also referred as r_{value} in this study)

n : the total of sample participating in this study

The t_{value} was compared with the value of t_{table} with significance level of 5%, and degree of freedom (df) = N – 2. According to Sugiyono (2016, p. 185), if the value of t_{value} was higher than the value of t_{table} , the result of correlation coefficient was significant and can be generalized or applied to the population of the sample.

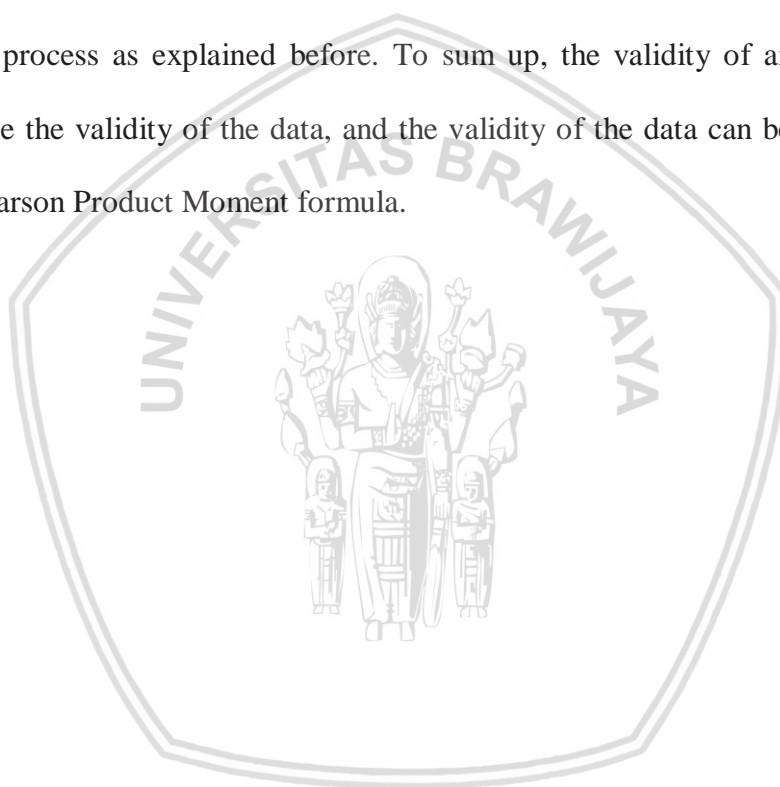
On the other hand, if the value of t_{value} was lower than the value of t_{table} , the result of correlation coefficient can only be applied to the sample itself. The significance is calculated separately using a statistical test that gives us the p-value. The SPSS output provides both the coefficient and the p-value.

3.7 Validity of the Study

To guarantee the validity of the study, some validity evidence were presented. They were face validity, content validity, and instrument validity. In terms of face validity, this study has fulfilled the criteria of proper undergraduate thesis set in undergraduate thesis writing guidance book. To meet the validity of the content, the researcher used a theory of vocabulary learning strategies classification system by Schmitt (1997) as a basis to select vocabulary learning strategies questionnaire and vocabulary test. The vocabulary learning strategies questionnaire was adopted from Komol & Sripetpun (2011). Meanwhile, the vocabulary test was adopted from Schmitt et al. (2001). The third one was instrument validity. The instruments had been administered in the previous studies so that the instruments had obviously fulfilled the requirement of valid instruments. These instruments were used to collect the data about vocabulary learning strategies that students used and students' vocabulary mastery level. The validity of the instrument determines the validity of the data. In his book, Creswell (2012, p.162) stated that the researcher should examine whether the scores from the instrument (not the instrument itself) are valid. If the data gathered from the sample were invalid, the conclusion that the researcher take also became invalid. It also may not reflect the real condition of the

sample. The drawing of correct conclusion based on the data obtained from an assessment is what validity is all about (Fraenkel and Wallen, 2009, p.148).

The validity of the data can also be measured by using Pearson Product Moment Formula. In her book, Arikunto (2015) argued that the product moment correlation coefficient stated by Pearson can also be used to figure out the validity of test results. The steps of validating the result of the test were similar as the data analysis process as explained before. To sum up, the validity of an instrument determine the validity of the data, and the validity of the data can be ensured by using Pearson Product Moment formula.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the study which includes the students' achievement in vocabulary level test, vocabulary learning strategies questionnaire's responses, and the test of hypothesis. This chapter also discusses the result of the study and tries to answer the research problem.

4.1 Finding

In this sub-chapter, the researcher presents the data that the researcher collected through data collection process. As previously has explained in the previous chapter, the data that the researcher used in this study was vocabulary score taken from vocabulary level test and students' responses to statements in vocabulary learning strategies questionnaire. The result of data analysis of both variables is explained this following.

4.1.1 Descriptive Analysis of Students' Achievement in Vocabulary Test

Based on the result of data analysis of vocabulary level test score using SPSS, it was found that most students have quite good achievement in understanding vocabulary. Table 4.1 summarize the data analysis by descriptive statistics.

Table 4.1 Descriptive Statistics of Whole Strategies

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
VLS	30	104,00	197,00	160,2000	4,59845	25,18675
VM	30	20,83	95,00	73,0533	3,54734	19,42956
Valid N (listwise)	30					

The result of the vocabulary level test showed that average or mean of students' vocabulary level test score was 73,05 which is considered as B+ based on quality letter in educational guideline of Universitas Brwaijaya and is above the minimum requirement score of each students for completing a compulsory subject. There were various scores, from high to low. The highest score was 95 and the lowest score was 20,83. Meanwhile, the standard deviation was 19,42. The complete data of vocabulary level test score can be seen in appendix 5.

To classify students' vocabulary mastery level, the researcher used formula by Arikunto (2012) in page 37 for calculating range of high, moderate, and low level of vocabulary level test score. The calculation are as follows:

$$M+SD = 73,05+19,42 = 92,47 \text{ (High)}$$

$$M-SD = 73,05-19,42 = 53,63 \text{ (Low)}$$

Table 4.2 Vocabulary Mastery Level Classification

Score Interval	Frequency	Level
0-53,63	5	Low
53,63-92,47	24	Moderate
92,47-100	1	High

4.1.2 Vocabulary Learning Strategies Questionnaire's Responses Analysis

The vocabulary learning strategies questionnaire items were analyzed by utilizing descriptive statistics. The vocabulary learning strategies questionnaire responses were scored using a score scale of 1 to 6; 6 was given for 'always', 5 for 'usually', 4 for 'often', 3 for 'occasionally', 2 for 'seldom', and 1 for 'never' (6 point scale). The score average for each of the five categories was calculated by

dividing the mean score of each strategy by the number of strategies in each category. The mean score for each strategy was calculated by dividing the subjects' total scores by the number of the subjects. Total scores were measured by adding together the scores for all the subjects' responses for each strategy. Table 4.3 below shows the score average for each category and for the overall mean.

Table 4.3 Score Averages of The Five Categories

Category	Score Average
Determination strategies	4,17
Social strategies	3,45
Memory strategies	3,76
Cognitive strategies	3,87
Metacognitive strategies	3,80
Grand mean	3,81

Based on the result of data analysis, it was found that most students' vocabulary mastery of English Language Education Program batch 2017 of Faculty of Cultural Studies of Universitas Brawijaya were at moderate level as shown in Table 4.2 based on Arikunto's (2012) formula. Based on the result of vocabulary learning strategies questionnaire, it can be seen that students used various strategies in learning vocabulary. In Schmitt's scheme (1997), the distinction has been made between the strategies, which learners use to determine the meaning of new words when they first meet them and the ones they used to consolidate meanings when they encounter the words again. The strategies included determination, social, memory, cognitive, and metacognitive strategies.

The determination strategies were found to be quite frequently used by the participants, with a score average of 4,17. The most frequent strategies (in descending order) were (1) using bilingual dictionary (English/Indonesian) (6 students), (2) analyzing part of speech (5 students), (3) using monolingual dictionary (English/English) (5 students).

The category of social strategies was found to be the least frequently used strategies by the respondents, with a low score average of 3,45. Four social strategies can be considered as frequently used, which were asking a classmate for meaning (5 students) and 3 other strategies with same score which were asking the teacher for synonyms or similar meanings of new word (4 students), asking the teacher to make a sentence by using the new word (4 students), and discovering the meaning through group work activity (4 students).

The use of memory strategies was fairly frequent, with a score average of 3,76. There were four most frequently used strategies of this category which were connecting the word to personal experience (5 students), remembering a word from its strange form, pronunciation, or difficult spelling (5 students), learning the words by paraphrasing the word's meaning (5 students), using physical action when learning a word (5 students). Other frequent used strategies were making a list of vocabulary arranged by topic or group for reviewing (4 students), try to use the new word at once after learning (4 students), associating the word with other words you have learned (4 students), reviewing the word you have learned by spelling it aloud (4 students), say the new word aloud when studying in order to easily remember (4

students), remember the word by underlining the first letter (4 students), and learn the words of an idiom together (4 students).

The category of cognitive strategies was ranked in the second position in terms of most used by the participants, with a score average of 3,87. Two strategies of the use of English media (6 students) and the use of the vocabulary section in the textbook were ranked at the top and second place in terms of use (5 students). Learn the word through verbal repetition (4 students), learn the word through written repetition (4 students) and taking notes in class (4 students) were also frequently used by the students.

With score averages of 3,8, the metacognitive strategies can be considered as frequently used by the participants. Translating the meaning of the word from English into Indonesian (5 students) and trying to speak or describe things in English (5 students) were the most frequently used by the students. Other frequently used strategies of this category were testing yourself with word tests (4 students), continuing to study the word over time (4 students), and practicing by doing vocabulary exercises (4 students).

4.1.3 Test of Hypothesis

The result of correlation analysis using SPSS v.22 is shown in Table 4.4

Table 4.4 Correlation of Both Variables

		VLS	VM
VLS	Pearson Correlation	1	,391
	Sig. (2-tailed)		,017
	N	30	30
VM	Pearson Correlation	,391	1
	Sig. (2-tailed)	,017	
	N	30	30

The researcher used two-tailed (non-directional) test because the researcher wanted to find out whether both variable affects one another or not. From the table above, it can be seen that the correlation between both variables are positive because the result of correlation coefficient calculation shows a positive number. The researcher has mentioned criteria of the test of hypothesis. If $r_{value} > r_{table}$, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is correlation between strategies that students used in learning vocabulary and students' vocabulary mastery level. If $r_{value} < r_{table}$, the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. It means that there is no correlation between strategies that students used in learning vocabulary and students' vocabulary mastery level.

The result shows that the correlation coefficient (r_{value}) of the two variables was 0.391. After finding out the correlation between both variables, the researcher had to find out the degree of freedom (df). The value of df was used in determining r_{table} and t_{table} which will be explained below. By using the formula of $df = N - 2$, the researcher found that the value of df was 28, because $30 - 2 = 28$. The rejection or acceptance of the Null Hypothesis (H_0) is based on the level of significance. To know whether this correlation coefficient (0,391) was significant or not, it was necessary to find out its significance. To find out the significance of the variables, the researcher has to compare the result of correlation coefficient significance (t_{value}) with the t_{table} . This step was also done to know whether the correlation between X variable (vocabulary learning strategies) and Y variable (vocabulary mastery) can

be applied to the population of the study or not. The calculation process is shown below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,391\sqrt{30-2}}{\sqrt{1-0,391^2}} = \frac{0,391 \times 5,291}{0,863} = \frac{2,068}{0,848} = 2,438$$

The result of the calculation shows that t_{value} is 2,438. In psychological or educational research, the 5 percent alpha of significance is occasionally used as standard of acceptance of the Null Hypothesis and it is also used as standard for rejection (5 percent level of significance) to judge the correlation between the two variables. By using 28 as the value of df, the t_{table} at the significance level of 5% is 1.701 (See Appendix 6). From the calculation, the result shows that was higher than t_{table} ($t_{value} > t_{table} = 2,438 > 1.701$) t_{value} which means that the result of correlation coefficient is significant and can be applied to the population of this study.

The researcher has to compare the r_{value} with r_{table} to accept alternative hypothesis (H_a) or null hypothesis (H_0). The value of r_{table} at the significant standard 5% with df value of 28 was 0,374 (See Appendix 7). From the calculation, the result shows that r_{value} was higher than r_{table} ($r_{value} > r_{table} = 0,391 > 0.374$) which means that the correlation coefficient between the students' vocabulary learning strategies and vocabulary mastery was significant. In the other words, the Null Hypothesis (H_0) which explain that there was no significant correlation between the students' vocabulary learning strategies and vocabulary mastery was rejected. While the alternative hypothesis or working hypothesis (H_a) which explained that there was a significant correlation between students' vocabulary learning strategies

and their vocabulary mastery was accepted. The conclusion is that there is positive correlation between vocabulary learning strategies (X) and vocabulary mastery (Y).

4.2 Discussion

Previous researches revealed that vocabulary learning strategies correlated with vocabulary mastery (Purwanti et al., 2015, Putra et al., 2015, Ali A. A. Aljdee, 2011). Similarly, this research also shows a positive correlation between vocabulary learning strategies and vocabulary mastery. The result of data analysis showed that vocabulary learning strategies have a positive correlation with vocabulary mastery, although it is considered weak. The finding shows that this research meets the hypothesis. It is proved from the correlation coefficient (r_{value}) of vocabulary learning strategies and vocabulary mastery which is 0.391 and higher than the r_{table} which is 0.374. The relationship between both variables is significant, but is considered as low based on correlation coefficient interpretation by Best (1981). It means that there are other factors that contribute to vocabulary mastery and vocabulary learning strategies is only one of them. Some previous researches have provided evidence that vocabulary learning strategies may be associated with other individual factors such as differences in the learners (types of memory, learning styles, motivation), culture differences, and gender differences in vocabulary learning strategy use (Jiang & Smith, 2009; Kojic-Sabo & Lightbown, 1999; Mizumoto, 2009; Nakamura, 2002; Nyikos & Fan, 2007).

Vocabulary is acquired intentionally through explicit instruction in specific word and word learning strategies (Yani, 2013). Vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can

solve difficulties for language learners (Dóczy, 2011). However, vocabulary learning strategies is not the only factors that influence vocabulary mastery. Some theories assume that there are some other factors that affect it. Those factors are intrinsic and extrinsic factors. Intrinsic factors mean factors which come from inside of the students such as; motivation, intelligence, passion and interest. Meanwhile, extrinsic factors relate to external factors that affect their learning process such as; economic background, learning material, teacher's performance and so their teaching method (Misbahudin, 2011). Drawing on Gower, vocabulary mastery is influenced by the seven factors; (1) similarity to L1, (2) similarity to English words already known, (3) connotation, (4) spelling and pronunciation, (5) multi-word items, (6) collocation, and (7) appropriate use (Gower, 1995). Other elements that need to be taught in teaching vocabulary that indicate students' vocabulary mastery such as form: pronunciation and spelling, Grammar, Collocation, Aspect of meaning, and Word formation (Ur, 1996).

Another important point that should be noticed is the fact that strategy use is a dynamic process. Klapper (2008:173-174) suggests that the learners decisions about strategy use are dependent on the learner himself/herself and that strategy use is closely related to individual differences, such as age, motivation and proficiency levels, and to individual learning styles. According to Schmitt (1997:223), research has shown that patterns of strategy use can change over time when the learner gets older or becomes more proficient in the language he or she is studying. Likewise, since the participants of the current study were from different backgrounds, they

possibly had various views about vocabulary learning, had different learning experiences and, more importantly, had different proficiency levels.

By applying vocabulary learning strategies as a specific language learning domain appropriately, language learners can make progress in their use of foreign language as well as in communicative competence. Thus, it is true to assume that a variable such as vocabulary learning strategies could enhance long-term maintenance of foreign language vocabulary mastery. Martinen (2008, p. 31) stated that learner autonomy can be enhanced by introducing learner to different vocabulary learning strategies which can be used in developing the learning process. While, Nemati (2010, p. 190) asserted that these strategies could function as a kind of impetus for all students since strategy instruction can contribute to development of learner mastery and autonomy, and accordingly can enhance language learning. However, it is unlikely that EFL learners will use vocabulary learning strategies unless there is a degree of use of the language. In other words, if learners do not use the language receptively and productively, then they have no chance to use a wide variety of vocabulary learning strategies to facilitate the completion of learning words.

The appropriate use of vocabulary strategies can greatly facilitate and enhance vocabulary retention (Catalán, 2003). However, the findings of this research says otherwise. The result shows that vocabulary learning strategies didn't contribute much to the vocabulary mastery. Nevertheless, the findings shows that there is correlation between vocabulary learning strategies and vocabulary mastery. The participants in this research used vocabulary learning strategies in diverse

number. The use frequency of vocabulary learning strategies has been sorted in order from the most to the least used vocabulary learning strategies. The most frequently used vocabulary learning strategies in this research was determination strategies with a score average of 4,17. It supports the result of research conducted by Aljdee (2011) that proved that determination strategies was the most used vocabulary learning strategies with a score average of 56. The second frequently used strategies were cognitive strategies with the score average of 3,87. It also supports findings of the study by Aljdee (2011) that showed that memory and cognitive strategies are the second frequently used with score average of 47. Metacognitive strategies were the third frequently used in this study with 3,80 as the score average. It is in accordance with result of Aljdee's research that proved that metacognitive is in third position of use frequency with 40. The fourth frequently used strategies were memory strategies with 3,76. This result is in contrast to from Aljdee's findings which showed that memory strategies were the second most used vocabulary learning strategies. This research and Aljdee's research have the same least frequently used strategies which were social strategies with score average of 3,45 and 33. Meanwhile, the findings of this study showed that all five strategies have positive correlation with vocabulary mastery although considered weak. It supports the findings of a research conducted by Purwanti *et al.* (2015) that proved that there was positive significant relationship between students' vocabulary mastery and their strategies in learning vocabulary. The relationship was found on determination, social, memory, cognitive, and metacognitive strategies. However, only determination and memory strategies that have

significant correlation with P value which are 0.00 and 0.004. While correlation among social, cognitive, and metacognitive strategies with vocabulary mastery is not significant with P value were 0.35, 0.91, and 0,11. In its relationship with vocabulary mastery, this research supports the hypothesis and shows that there is positive significant correlation between vocabulary learning strategies and vocabulary mastery.



CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion of the present study. The conclusion is obtained from the result of data analysis and discussion of the study, while the suggestion is taken from the recommendation by the researcher and the others for the further research.

5.1 Conclusion

This study focuses on the correlation between students' vocabulary learning strategies and their vocabulary mastery. This study also attempted to find out the students' use of vocabulary learning strategies and vocabulary mastery. Referring to the findings and data analysis that have been elaborated in the previous chapter, there is a positive correlation between students' vocabulary learning strategies and their vocabulary mastery, although the correlation is considered low. It is proved from the correlation coefficient (r_{value}) of vocabulary learning strategies and vocabulary mastery which is 0.391 and higher than the r_{table} which is 0,374. While, t_{value} was higher than t_{table} ($t_{value} > t_{table} = 2,438 > 1.701$), it is also inferred that vocabulary learning strategies used by students have significant correlation with vocabulary mastery of batch 2017 students of English Language Education Program of Faculty of Cultural Studies of Universitas Brawijaya. There are many factors (intrinsic and extrinsic) that affect vocabulary mastery aside from vocabulary learning strategies. The intrinsic factors are motivation, intelligence, passion and interest. Meanwhile, the extrinsic factors are economic background,

learning material, teacher's performance and so their teaching method (Misbahudin, 2011). Drawing on Gower, vocabulary mastery are influenced by the seven factors; (1) similarity to L1, (2) similarity to English words already known, (3) connotation, (4) spelling and pronunciation, (5) multi-word items, (6) collocation, and (7) appropriate use (Gower, 1995).

Referring to the discussion that have been explained previously, the current study found out that the participants employed a wide variety of vocabulary learning strategies in different frequency. The participants in this research used vocabulary learning strategies in diverse number. Determination strategies become the most frequently used vocabulary learning strategies with the score average of use were 4,17. While the least frequently used vocabulary learning strategies were social strategies with 3,45 as the score average of use. The vocabulary mastery of batch 2017 students of English Language Education Program of Faculty of Cultural Studies of Universitas Brawijaya was mostly moderate. It was proved by the fact that 24 of 30 students had moderate level of vocabulary mastery.

5.2 Suggestion

After concluding the result of this study, the researcher recommends some suggestions that hopefully can give significant contribution for the reader especially the English Language Education lecturers and the next researchers. From the result obtained, both lecturers and students should be aware of what and how important vocabulary learning strategies are. It is suggested that the lecturers should help their students in improving students' vocabulary mastery. In order to raise the awareness of both of them, the researcher suggests the English Language Education lecturers

to introduce vocabulary learning strategies as a part of reading subject to their students. They should also select the strategies that are suitable for their students and determine which strategies should be included in teaching vocabulary so that the lecturers understand better about the students' vocabulary learning patterns of the target language and can enhance the students' English vocabulary learning.

Furthermore, the researcher also suggests the next researcher who conduct a research with similar topic, to investigate the influence of other factors that are similarity to L1, similarity to English words already known, connotation, spelling and pronunciation, multi-word items, collocation, and appropriate use that may affect vocabulary mastery. The next study should also compare the effect of intrinsic and extrinsic factors so that it can be proven which factors are more dominant in determining vocabulary mastery. Besides, other moderation and intervention variables should also be considered to be added in further research by the next researcher since it might affect the relationship between vocabulary learning strategies and vocabulary mastery.

REFERENCES

- Aebersold, J. & Field, Marry. (1997). *From Reader to Reading Teacher*. Cambridge: Cambridge University Press.
- Alexander, L.G. (1975). *Fluency in English*. Yogyakarta: Kanisius.
- Arikunto, Suharsimi. (2015). *Dasar-Dasar Evaluasi Pendidikan Edisi 2*. Jakarta: PT. Bumi Aksara.
- _____. (2012). *Manajemen Penelitian*. Jakarta: Bumi Aksara.
- Ary, Donald., Jacobs. Lucy Cheser., Sorenen, Chris., Razavieh, Asghar., (2010). *Introduction to Research in Education 8th Edition*. Belmont: Wadsworth, Cengage Learning.
- Best, J. W. (1981). *Research in Education: Fourth Edition*. New Jersey: PrenticeHall International, Inc.
- Brown, H. Douglas. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge. UK: Cambridge University Press.
- Catalan, R. (2003). Sex differences in L2 vocabulary learning strategies. *Applied Linguistics*, 13(1), 54-77. <http://dx.doi.org/10.1111/1473-4192.00037>.
- Collins Essential English Dictionary 2nd Edition. *In the Free Dictionary by Farlex*. Retrieved from <http://www.thefreedictionary.com/vocabulary>.
- Cresswell, John W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*. Lincoln: Pearson.
- Djalinushah & Enong, Azimar. (1980). *Tata Bahasa Inggris Modern dalam Tanya Jawab*. Jakarta: CU. Miswar.
- Dóczi, B. 2011. *Comparing the Vocabulary Learning Strategies of High School and University Students: A Pilot Study*. WoPaLP 5(11), 138-158. Retrieved from <http://langped.elte.hu/WoPaLParticles/W5Doczi.pdf>

- Dornyei, Zoltan. (2011). *Research Methods in Applied Linguistics Quantitative, Qualitative, and Mixed Methodologies*. New York: Oxford University Press.
- Fan, M. Y. (2003). Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners. *The Modern language journal*, 87(2). (pp. 222-241). New York, NY: Wiley.
- Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. MI: University of Michigan Press.
- Fraenkel, Jack R., & Wallen, Norman E. (2009). *How To Design And Evaluate Research in Education*. New York: McGraw-Hill.
- Gower, Roger, *et al.* (1995). *Teaching Practice Handbook*. Thailand: Macmillan.
- Grambs, David. (1984). *Words about Word*. New York: Mc Graw Hill Book Company.
- Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, (pp. 643–679).
- Hazenberg, S., & Hulstijn, J.H. (1996). Defining a minimal receptive second language vocabulary for non-native university students: An empirical investigation. *Applied Linguistics*, (pp. 145-163).
- Hornby AS. (1995). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.
- Haycraft, John. (1978). *Introduction to English Language Teaching*, Harlow: Longman Group Limited.
- Ilwana, Nofra. Thesis: "The Effectiveness of Total Physical Response (TPR) To Enhance Students' Vocabulary Mastery (An Experimental Study at the Seventh Grade of SMPN 3 Ajibarang) In Batch 2009/2010". (Surakarta: Sebelas Maret University, 2010)
- Intaraprasert, C. (2004). EST students and vocabulary learning strategies: A preliminary investigation. Unpublished research. Thailand: Suranaree University of Technology, Nakhon Ratchasima.
- Klapper J. (2008). Deliberate and incidental: vocabulary learning strategies in independent second language learning. In Stella Hurd and Tim Lewis (Ed). *language learning strategies in independent settings*. Great Britain: Cromwell Press Ltd.

- Kojic-Sabo, I. & Lightbown, P. M. (1999). Students approaches to vocabulary learning and their relationship to success. *The Modern Language Journal*, 83, 176-192. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111>
- Komol, T. & Sripetpun, W. (2011). Vocabulary Learning Strategies Employed by Undergraduate Students and Its Relationship to Their Vocabulary Knowledge. Paper presented at the *3th International Conference on Humanities and Social Sciences*. Faculty of Liberal Arts: Prince of Songkla University.
- Lehr Fran & Osborn. (2001). *A Focus on Vocabulary*. New Jersey: Prentice Hall.
- Linse. T. C. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Longman. (1987). *Dictionary of Contemporary English, Second Edition*. Harlow: Longman Group.
- Martinen, Marika. (2008). *Vocabulary Learning Strategies Used by Upper Secondary School Students Studying English as A Second Language*. (Unpublished Mastery Thesis). University of Jyväskylä, Jyväskylä, Finland.
- Meara, P., & Fitzpatrick, T. (1999). Lex: 30 an improved method of assessing productive vocabulary in an L2. *System*, 28(1), 19-30. Retrieved from <http://orca.cf.ac.uk/id/eprint/83667>
- Miller, G. & Gildea, P. (1987). *How Children Learn Words*. Longman: Pearson Education.
- Misbahudin. (2011). *The Correlation Between Students Mastery of Vocabulary and Their Reading Ability (A Case Study at the Second Grade Students of SMP YMJ Ciputat)* (Bachelor Undergraduate Thesis). Retrieved from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3840/1/MISBAHUDIN-FITK.pdf>.
- Mizumoto, A., & Takeuchi, O. (2009). Examining the effectiveness of explicit instruction of vocabulary learning strategies with Japanese EFL university students. *Language Teaching Research*, 13(4), 425–449. Retrieved from https://www.researchgate.net/profile/Atsushi_Mizumoto/publication/258169916_Examining_the_effectiveness_of_explicit_instruction_of_vocabula

ry_learning_strategies_with_Japanese_EFL_university_students/links/53d7a52e0cf2a19eee7fca02/Examining-the-effectiveness-of-explicit-instruction-of-vocabulary-learning-strategies-with-Japanese-EFL-university-students.pdf

Mokhtar, Ahmad Azman (2009). *English Vocabulary Learning Strategies among Malaysian Second Language Tertiary Students* (Unpublished doctoral dissertation). Universiti Sains Malaysia, Malaysia.

Nakamura, T. (2002). *Vocabulary learning strategies: The case of Japanese learners of English*. Kyoto: KoyoShobo.

Nation, P. & Newton, J. (1997). *Teaching Vocabulary*. Cambridge: Cambridge University Press.

Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Ed. Michael H. Long and Jack C. Richards. Cambridge: Cambridge University Press.

Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. USA: Heinle & Heinle Publisher.

Nemati, Azadeh. (2010). Enhancing long-term retention by memory vocabulary learning strategies. *The Journal of Asia Tefl*, 7(1), (pp. 171-195). Retrieved from http://www.asiatefl.org/main/download_pdf.php?i=1&fn=7_1_07.pdf

Nielsen, B. (2002). *A Review of Research into Vocabulary Learning and Acquisition*. Retrieved from <http://www.kushiroct.ac.jp/library/kiyo/kiyo36/Brian.pdf>.

Nyikos, M. & Fan, M. (2007). A review of vocabulary learning strategies: Focus on language proficiency and learner voice. In A. D. Cohen & E. Macaro. (Ed.), *Language Learner Strategies* (pp. 251-274). Oxford: Oxford University Press.

Purwanti., Setiyadi, Bambang., & Nurweni, Ari. (2015, April 19). *Relationship between Vocabulary Mastery and Vocabulary Learning Strategies*. Retrieved from <https://media.neliti.com/media/publications/192376-EN-none.pdf>.

Putra, Ida Nyoman Tri Darma, Priyono, & Arifuddin. (2015). the Relationship between Vocabulary Learning Strategies and Vocabulary Breadth and Depth of Postgraduate Students of Mataram University in Batch 2014/2015. *International Journal of Research (IJR)*, 2(7), 707-716. Retrieved from <http://internationaljournalofresearch.org>.

- Richards, Jack C & Renandya, Willy A. (2002). *Methodology in Language Teaching*. New Yor: Cambridge university press.
- Richards, J. C., & Rodger, T. S. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. NY: Cambridge University Press.
- Ruutnets, K. (2005). *Vocabulary Learning Strategies in Studying English as a Foreign Language* (Master's thesis). Retrieved from <http://www.utlib.ee/ekollekt/diss/mag/2005/b17557100/ruutnets.pdf>
- Schmitt, N. & McCarthy, M. (1997). *Vocabulary learning strategies* (Eds.) *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*. (pp. 329-363).
- Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*. (pp. 268-286).
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tarigan, H. G. (1986). *Pengajaran Kosakata*. Bandung: PT. Angkasa.
- The American Heritage. *In The Free Dictionary by Farlex*. Retrieved from <http://www.thefreedictionary.com/vocabulary>.
- Thornburry. (2002). *How to Teach Vocabulary*. England: Pearson Educational Limited.
- T. Nasr, Raja. (1972) *Teaching and Learning English*. London: Longman Group Limited.
- Wallace, M.J. (1982). *Teaching Vocabulary*. London: Biddles ltd.
- Webster, Meriem (2003). *Collegiate Dictionary*, Amerika: Meriem Web Inc.
- WordNet 3.0, Farlex. *In The Free Dictionary by Farlex*. Retrieved from <http://www.thefreedictionary.com/vocabulary>.
- Yani, Elfitri. (2013). *The Correlation Between Vocabulary Mastery And Reading Ability On Narrative Text At The Second Year Students Of SMPN 3 Kampar* (Bachelor Undergraduate Thesis). Retrieved from http://repository.uin-suska.ac.id/10104/1/2013_20131180PBI.pdf.